ANALYSIS OF STUDENT WORK\*

# A Strategy for Aligning Curriculum, Instruction, and Assessment to *Improve Student Achievement*



Whitefish Bay Schools

Mentor and Mentee Workshop

October 29, 2013

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\*Materials in this packet have been taken from or inspired by NTC’s Analyzing Student Work to Guide Instruction.

New Teacher Center

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| Analyzing an Assessment Success |

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| 1. Recall an assessment experience where you were assessed and received feedback that helped you improve your performance. | 2. How did it feel to be assessed and given feedback in this way? |
| 3. What was it about that assessment that proved useful in helping you improve? | 4. What are the two or three characteristics you wrote in Box 3 that might be relevant in your role in assessing your students? |

Adapted from the work of Anna Ershler Richert

Outcomes:

* Understand the process of Assessing Student Work in a collaborative setting
* Extend one’s personal repertoire of strategies for assessment, feedback and differentiation
* Practice the collaborative process of Assessing Student Work to align curriculum, instruction and assessment
* Appreciate the importance of Assessing Student Work in the cycle of instruction

Norms

* Equity of Voice
* Active Listening
* Respect for all Perspectives
* Safety and Confidentiality

Collaborative Assessment of Student Work

Mentor and Mentee Morning Workshop

October 29, 2013

**THE SAME TIME LINE IS USED FOR OUR PM GROUP WITH A SHARED LUNCH OVERLAPPING**

* Connecting
  + 8:15 Characteristics of a good assessment
* Learning
  + 8:30 Agenda/Outcomes/Norms
  + 8:40 Review the Four Step ASW Process
  + 9:15-10:45 ASW Collaborative Work Time—Mentor & Mentee

BREAK-as needed during your work time

* Reflecting
  + 10:45 Reflect on Quote
  + Strategies used in this workshop
* Managing 10:40
  + Preparing for December 3, 2013 Differentiation Workshop
  + PI-34 PDP Updates
  + Evaluation
* Closing
  + 11:00 CASW Tree-Reveal
* LUNCH: 11:00-12:00

ASW FLOW CHART

|  |  |
| --- | --- |
| STEP ONE **SELECT** Assessment  **DESCRIBE**  **IDENTIFY CRITERIA** |  |
| STEP TWO **SORT** into levels  **SELECT** representative samples  **ANALYZE**-describe performance at each level |  |
| STEP THREE IDENTIFY LEARNING NEEDS at each level |  |
| STEP FOUR   DIFFERENTIATE INSTRUCTION |  |

**Templates and Examples**

**FROM NTC**

**WOULD BE INSERTED**

**IN THIS PORTION**

**SEE WFB WIKI FOR FULL DOCUMENT**



**THIS PORTION OF THE WORKSHOP IS USED TO SET THE TONE FOR THE ASW PROCESS AFTER TRAINING AND BEFORE SORTING.**

Differentiated Activity

Mentors: Read each of the “Success Tips for Analyzing Student Work with Beginning Teachers.” Label the tip NOW if you are likely to use today, and LATER, if you might use in a future collaboration.

New Staff: Read each of the “Guiding Questions to Analyzing Student Work” and check one question in each category that will be important in today’s work.

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When you are done, choose two of your answers to explain to a Peer (Mentor-Mentor New Staff-New Staff)

**Success Tips for Analyzing Student Work with Beginning Teachers**

* **Develop the habit of looking at student work informally and talking about assessment in relation to student learning or performance goals and content standards.**

* **Listen for an “entry point’ where you can invite your BT to participate in the ASW process as a way of responding to an expressed or implied interest in learning more about their students’ learning.**

* **Look for ways to connect ASW with lesson planning or classroom observations to create a cycle of planning, instruction, assessment and reflection.**

* **Often the ASW process occurs over the course of two, sometimes three, meetings.**

* **When describing expectations for student work in step 1, “Preparing,” if a rubric does not exist, help your BT develop a brief set of criteria for “meeting standard” to help them in assessing student performance. Encourage your BT to share the rubric with his/her students prior to the assessment.**

* **As you sort the work (step 2), ask your BT to talk about why they think each paper belongs where it does, using the criteria or rubric descriptors.**

* **After sorting the students’ work (step 2), take a few minutes to examine the categories and identify patterns or groups of students relative to their achievement. Your questions can help highlight the needs of groups that may be underperforming (or performing beyond the expectations) and to whom the BT may need to pay special attention to support and/or further challenge their learning.**

* **When analyzing the four student work samples to describe student performance (step 2), start by discussing the student work sample that “meets standard.” This gives you a benchmark by which to analyze the other papers.**

* **When identifying learning needs (step 3), help the BT start to see what they can REASONABLY do to advance each student’s learning. Help him/her identify the specific skills, concepts, practices, or experiences each will need to progress to the next level of achievement. This is a chance for the BT to bring out other factors s/he has noted about a particular student’s learning, strengths, challenges, or past performance.**

* **When discussing how to differentiate instruction (step 4), point out that differentiation will help all the students in the classroom, not just the four students being discussed during the ASW process. Guide your BT to take MANAGEABLE steps that are appropriate to his/her developmental level of teaching practice and responsive to other aspects of his/her classroom environment, such as climate, management strategies, physical space, resources available, etc.**

* **During closure, summarize next steps, and reflect upon the ASW process, itself. Bridge the process to lesson planning by suggesting to your BT that you both collaborate on more in-depth planning and possibly co-teach or model a brief portion of a lesson to support implementation of the differentiated strategies.**

Guiding Questions to Analyzing Student Work\*\*

## Student Understanding/Quality of Student Work:

* What does the student understand?
* What misconceptions are present?
* Is the work that students produced good enough? What is “good enough”?
* What do students need to do to meet the standards or to improve on their work?
* What does the work tell us about how well the students understand the topic of the assignment? Are any patterns evident?
* How does this work demonstrate growth from students’ previous work?

## 2. Students:

* Which students are making it? Which students are not?
* To what extent are the students challenging themselves? In what ways?
* What characteristics of the student might have influenced this performance?
* What do we know about the student (e.g., learning style)?
* What conditions may have affected this performance (e.g., time of day?)

## 3. Pedagogy/Teaching Practice:

* How well did the instructional strategies work?
* What kinds of instruction support high quality student performance?
* How can instruction be modified to improve students’ understanding of the topic?
* What has worked in the past with this student?
* What can we do to make all the students successful?
* How can student growth be supported more effectively?

## 4. Assessment:

* How well did this assignment work in giving us information about the student’s understanding?
* What do the students’ responses indicate about the effectiveness of the assessment? How might the assessment be improved?
* What issues or questions are the students focused on?
* What aspects of the assignment intrigued the students?

## 5. Next One or Two Steps:

* What will be one or two next steps based on the analysis of the data?
* How do you plan to share the results with students? (Feedback that is timely, the sooner the better, has the most pay off. The more specific the feedback, the most learning occurs.)

\*\*Based on Blythe, *Looking Together at Student Work,* p. 10, Langer, Colton, & Goff, *Collaborative Analysis of Student Work***, p.38,** & Marzano, ***Classroom Instruction that Works,*** pp.96-99.

**THIS PORTION IS USED AT THE VERY END OF THE SESSION WHEN SORTING IS DONE.**



*REFLECTING*

*Looking Together at Student Work*-Blythe, Allen and Powell

Looking collaboratively at student work is not meant to replace the important ways you look at student work by yourself. However, working with others can bring to the surface resources ideas and strategies that make the individual efforts more productive. It is hard to imagine doctors who never consult with other physicians (or with their patients) but rather make all decisions about their patients’ prognoses and treatments on their own. Like doctors, educators also benefit from consultation with colleagues. In the teaching profession, student work provides the data that allows professionals to work together to make the best possible decisions for their students.

* Underline three phrases from the quote that speak to you
* What are two ways you will use ASW in the future
* What is one action you will take tomorrow

Strategies Used in this Workshop

* Think-Pair-Share
* Active Listening
* Varied Partners (materials match, elbow, team, trait in common, trait not in common)
* Report out on Post-it notes
* Mark questions you find important
* Sorting Student Work
* Differentiated Material
* Circle/Underline/Highlight words in text
* Now and Later (Reflect on your own needs)
* 3-2-1 Quote Reflection
* Fist to Five on Tree Reveal



Preparation for Differentiation Workshop

December 3, 2013

* Complete one of the Student Data Profile templates in the toolbox section of your Binder or on the W Drive in the NTC Folder. Work with your mentor to find information resources: student files, test scores such as MAPS and WKCE. Consult with health aides, reading specialists, beyond, etc. to complete your profile.
* Meet with mentor and use the CAL to determine individuals or a group of students to “study.” What would you like to know about “how you teach them?”
* Select an observation protocol and have your mentor collect data. Include a “control” student.
* Bring your Student Data Profile, CAL, Observation Protocol data, along with questions and concerns about working with selected students for a “Problem Pose and Solve” workshop with experts.